ICARO

Prevention of school ~~violence~~
through emotional education.

Intellectual Output: O2/A1 - Curricula and learning modules

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CONTEXT OF THE PROJECT

The ICARO proposal intends to plan and develop specific innovative actions to prevent and reduce violence in schools among children between 11-16 years old, through the realization of research, training, counselling and support for teachers, students and parents by using non-formal education, holistic approach and personalized support.

The objectives of the project are:
- To assess the professional needs of teachers regarding the work with youngsters with difficult behaviours (such as violence, bullying episodes and other forms of youth violence), both as perpetrators or victims;
- To create new specific curricula for teachers, educators, social and youth workers aimed at providing them with specific competences for identifying, developing and enhancing their skills to deal with violent and difficult behaviour of students.
- To create a Manual with new tools and approaches based on non-formal education, holistic approach and personalized support to combat violence in schools and students´ family environment;
- To acquire the necessary competences and skills for teachers from schools who do complementary activities in schools for managing and exploiting methods and approaches to work with students with violent and difficult behaviour in classes.

The target groups are: students with violent and difficult behaviours at age between 11 and 16 years old, their families and teachers.
Nowadays teachers are dealing with many difficulties in order to develop their daily work. The bureaucracy for implementing and adapting new curricula and new educational reforms, lack of time and interest in training, lack of support and trust from pupils´ families, lack of knowledge, skills and competences to deal with students with special needs and violent behaviour, unstructured families, lack of knowledge of the human being development stages etc.
We could say that being a teacher is a continuous challenge and personal and professional learning. Nowadays being a teacher leads to very challenging situations: dealing with a continually changing educational system, dealing with classes of 25-30 students from different cultures, different backgrounds, reduced personnel in educational institution because of the economical crisis, inclusion of students with serious problems and many others.

Students that have violent and difficult behaviours usually come from families that face different difficulties, such as addictive problems, violent behaviour, cultural difficulties, lack of

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control and limits within the family, lack of time and interest among parents in paying attention at their children, most of them as well broken families.

For more than one year Euroaccion has been implementing a pilot project in two schools in the Region of Murcia, with 4 groups of youngsters between 11 and 13 years old, in collaboration with the Ministry of Social and Family Policies of the Region of Murcia and the results were positive. This was the starting point to implement the project at transnational level. We would like to take a step forward and involve the families of the students we were working with and to create innovative methods and tools with the partners of this proposal. All the partners of this proposal have been actively involved in education field (formal and non-formal).

DEFINITION OF YOUTH VIOLENCE

Youth violence refers to harmful attitudes that can begin early and continue into young adulthood. The young person can be a victim, an offender, or a witness of violence.

Youth violence implies various behaviors. Some violent acts – such as bullying, slapping, or hitting – can result in more emotional damage than physical harm. Others, such as robbery and assault (with or without weapons) can lead to serious injuries or even death.

The main aim is to stop youth violence before it appears. Several prevention strategies have been identified.

A number of aspects can increase the risk of a young person engaging in violence. However, the presence of these factors does not always mean that a teenager will become a young offender.

Risk factors for youth violence include:
• Previous history of violence
• Drug, alcohol, or tobacco use
• Association with delinquent peers
• Poor family background
• Poor marks in school
• Poverty in the community
• Absence of parents' care
• Isolation from peers/community

According to this curriculum, ICARO provides the realisation of a 30 hours training course for teachers from the partners' countries to be implemented in Spain in July 2017. Two teachers from each partner organization will attend the course. The main aim of this course is to develop participants' competences in designing, delivery and evaluating qualified teaching modules based on emotional education.

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MAIN CONTENTS

A) DEVELOPMENT OF EMOTIONAL EDUCATION AND EMOTIONAL INTELLIGENCE OF PUPILS:

1) Methods to develop the pupils' self-concept (self-esteem) and raise awareness of the emotional world of the young person, as well as about his/her way of expressing emotions and his/her needs).
2) Approaches to develop the youth's inner sense of limits as normally these youths don't know what a limit is, because the limits were always a punishment or simply they had no limits set by parents at home. Also their way of contact with others is based on aggression or violence and they need to realize that there are other ways of contacting.
3) Guidance and counselling to develop the young person's sphere referred to the relational context, which is basically the young person and their outer world. It involves providing and delivering training sessions about social skills development in general, empathy, assertiveness, listening, etc.

B) EXPLORING MOTIVATION AND EMPOWERING THEIR INNER TALENTS
Show examples and learn how to use tools such as coaching exercises, meditation or organized visits in organizations, academies, associations or NGOs to explore potential things that the youth may like.

C) COMPROMISING AND GOING FURTHER IN THEIR AMBITIONS
Development of long term strategies for monitoring and accompanying the pupils to monitor their learning, their achievements and progress by self-assessment approaches and guided mentoring sessions.

LEARNING OUTCOMES

KNOWLEDGE

- Concept and definition of youth violence.
- Gestalt psychotherapy for pupils.
- Neurolinguistic programming basic concepts.
- Non formal education principles applied in school settings.
- Artherapy techniques applied with pupils in school contexts.
- Helping relationship principles and guidelines.
- Pupils' self-concept development.
- Empathic communication with pupils.

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SKILLS

- Understanding what is behind youth violence.
- Ability to accurately perceive emotions, to understand the signals that emotions send about relationships and to successfully manage them.
- Conflicts management with pupils.
- Ability to set clear and healthy limits for pupils.
- Developing a culture of non-violent contact at physical level among pupils.
- Ability to support pupils in developing their active listening skills.
- Capacity to support pupils in exploring their inner motivations and talents.

ATTITUDES

- Emotional self-awareness.
- Self-confidence in managing pupils' emotions.
- Adaptability and flexibility regarding the group of pupils' needs and preferences.
- Open minded and tolerance.
- Successful mediation of conflicts between individuals and in groups.
- Empathic way of communicating with pupils.

METHODOLOGICAL APPROACHES

The methodology used during the TC will be inspired by the same approaches that both the manual and the workshops at the schools will use. It will provide the essential competences for the staff involved in the project and its further implementation in partners' countries. Non-formal education methodology combined with Art-therapy and Gestalt Therapy techniques will be our main methodological approaches. This training course will enter those items in depth, equipping participants with the skills, knowledge and attitude that are needed to work with youth violence in coherence with the principles already mentioned. The professionals that will participate in the project will need such a training course before any activities are developed in the schools. They need to become acquainted with the logic and the philosophy behind them, become aware of their own personal issues that may interfere with the work with the youth, such as issues about fear or insecurity, difficulties to define and set limits to other people (including youth) or to themselves, or about how to accompany such target group from an attitude of respect and empathic communication.

a) **Non formal learning**: is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be temporarily, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldomly structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways.

b) **Improvisational theatre:** Improvisational theatre, often called improv or impro, is a form of theatre where most or all of what is performed is created at the moment it is performed. In its purest form, the dialogue, action, story, and characters are created collaboratively by the players as the improvisation unfolds in present time, without use of an already prepared, written script. Improvisational theatre exists in performance as a range of styles of improvisational comedy as well as some non-comedic theatrical performances. It is sometimes used in film and television, both to develop characters and scripts and occasionally as part of the final product.

Improvisational techniques are often used extensively in drama programs to train actors for stage, film, and television and can be an important part of the rehearsal process. However, the skills and processes of improvisation are also used outside of the context of performing arts. It is used in classrooms as an educational tool and in businesses as a way to develop communication skills, creative problem solving, and supportive team-work abilities that are used by improvisational, ensemble players. It is sometimes used in psychotherapy as a tool to gain insight into a person's thoughts, feelings, and relationships.

 c) **Gestalt therapy for children**: Literacy is permanently developing ability of individuals to use socially agreed systems of symbols for acceptance, understanding, organizing and harmonizing   life in the family, at school, in the workplace and in society. The acquired knowledge and developed skills and abilities enable the individual for successful and creative personal growth and responsible action in professional and social life. Aside from reading, writing and arithmetic that are considered basic abilities of literacy today also emphasizes the importance of alternatives like listening, communicating and the new literacy, such as information, media literacy, and others. As ability and social practice different kinds of literacy are acquired and developed through lifelong learning - teaching courses and as well through people lives in different circumstances and in different areas.

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d) **Art therapy:** Art therapy is a form of expressive therapy that uses art materials, such as paints, chalk and markers. Art therapy combines traditional psychotherapeutic theories and techniques with an understanding of the psychological aspects of the creative process, especially the affective properties of the different art materials.

The creative process involved in expressing one's self artistically can help young people to resolve issues as well as develop and manage their behaviors and feelings, reduce stress, and improve self-esteem and awareness. Art therapy can achieve different things for different people. It can be used for counseling by therapists, healing, treatment, rehabilitation, psychotherapy, and in the broad sense of the term, it can be used to massage one's inner-self in a way that may provide the individual with a deeper understanding of him or herself.

LEARNING MODULES

Didactic module	Contents	Duration	Suggested Methodologies
Methodological approaches in dealing with youth violence in ICARO project	▪ Gestalt psychotherapy for pupils. ▪ Non formal education principles applied in school settings. ▪ Artherapy concept & techniques	2 h	*Theoretical inputs combined with experiential learning.*
Sharing realities about youth violence	▪ How is youth violence in my school and in my community. ▪ Measures taken in order to work about it. ▪ Challenges in dealing with violent pupils at school after the course	2 h	Mutual learning, exchange of interesting practices, group discussions and plenary briefing.
Pupils' self-concept development.	Concept of self-image and self-esteem. Pupils' needs regarding their psychological and emotional development. Role of family in pupils' emotional development.	3 h	*Theoretical inputs, working groups, debates and combined with experiential exercises.*

Didactic module	Contents	Duration	Suggested Methodologies
	Our role as educators in emotional accompaniment processes.		
Emotional competence for educators	Concept and meaning of this competence Self-awareness Emotional intelligence	2 h	*Theoretical inputs combined with experiential learning.*
Prejudices and introjections about violence and youth	Analysis of our own prejudices and stereotypes about violent youth and the role of the educator	2 h	*Practical and experiential exercise*
Active listening within difficult emotional situations with pupils.	Using active listening with pupils under difficult emotions.	3 h	Theoretical input and practical activity.
Understanding violence in pupils' behaviours	Concept of violence (pupils) and difference with aggression. Strategies to deal with violent behaviours in the classroom	2 h	*Theoretical inputs, impro theatre, working groups and discussions.*
Myself as an educator – helping relationship	Concept and meaning of helping relationship Carl Rogers' & Carkhuff model for helping relationship	4 h	*Theoretical inputs, simulation exercise, working groups, video forum and discussions.*
Empathic communication	Concept and meaning of empathetic communication. Sympathetic VS Empathetic communication		*Theoretical inputs, simulation exercise, working groups*
Setting limits	Notion of limit in emotional education framework	4	Role-play about specific conflict

Didactic module	Contents	Duration	Suggested Methodologies
	Practice how to set limits		situations in the classroom; psychodrama/Impro theatre, to perform an interpersonal conflict and explore inner emotional reactions, unconscious strategies to deal with it and in general to help the pupil to become aware of his/her emotions, needs and alternatives of action while being in a conflict;
"Scary scenes" of educators working with violent behaviours in the classroom	Introduction to the notion of supervision Brainstorming of scenes that teachers are afraid of.	3 h	Role-play about specific conflict situations in the classroom; psychodrama/Impro theatre, to perform an interpersonal conflict and explore inner emotional reactions, unconscious strategies to deal with it and in general to help the pupil to become aware of his/her emotions, needs and alternatives of action

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Didactic module	Contents	Duration	Suggested Methodologies
			while being in a conflict;
Wrapping Up	Summing up the different pieces of learning and transfer to participants' daily work.	2 h	

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REFERENCES

For the different didactic and methodological approaches identified by the partnership of ETHOS these are the different useful references:

About **Training simulations**: https://en.wikipedia.org/wiki/Training_simulation

About psychodrama, role-play and impro theatre for conflict solving: http://www.playbacktheatre.org/wp-content/uploads/2010/04/LindaPark-Fuller-Beyond-Role-Play-Playback-Theatre-and-Confl.pdf

http://www.trainingsolutions.com/pdf/conflictlg.pdf